JOHNS HOPKINS UNIVERSITY

Inclusion, Diversity, Equity, and Awareness (IDEA) Proposal:

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ABSTRACT

Inclusion, Diversity, Equity, and Awareness (IDEA) Proposal

In the wake of the Black Lives Matter movement's calls for actions against societal injustices within our nation in 2020, we have recognized a pattern of reactionary reforms and ineffective implementation of diversity-related efforts within the Johns Hopkins University (JHU). The IDEA proposal evaluates existing diversity and inclusion efforts at JHU and urgently seeks to ensure the efficacy of these efforts within the Homewood campus. The proposal puts forth multifaceted solutions to initiate action-oriented dialogue with the student body, faculty, and administration of Johns Hopkins University.

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PROBLEM STATEMENT

The Johns Hopkins University (JHU) believes that establishing a climate for diversity and inclusion is critical in attaining excellence. As an institution pioneering innovations in research, scholarship, teaching, and healthcare, the responsibility to attain excellence through diversity and inclusion lies within all of us at the institution: leadership, administration, faculty, staff, and students. However, In the wake of the Black Lives Matter movement's calls for action against societal injustices within our nation in 2020, we have recognized a pattern of reactionary reforms and ineffective implementation of diversity-related efforts within Johns Hopkins University (JHU). Rather than actively implementing and proposing diversity and inclusion reforms at all times, JHU's efforts are bolstered only when national politics demands urgency.

Following the development of the Black Lives Matter movement of 2020, President Daniels and various deans have communicated strategies that will be implemented to support diverse community members of JHU. While such efforts are commended, JHU should demonstrate such heightened communication with its student body and strive for constant reevaluation of its policies at all times. JHU's reactionary approach towards leading social change not only eschews the university's mission to attain excellence, but is an impediment disrupting the university's progress and diminishing its leadership.

The IDEA proposal recommends a multitude of policies and strategies that various departments within the Homewood campus of Johns Hopkins University can adopt to foster progress regarding diversity and inclusion. The proposal evaluates existing efforts to support the diversity of the JHU student body and suggests changes that will maximize the effectiveness of the university's existing resources and increase community engagement and accountability to drive social change within Baltimore and beyond.

PROPOSAL OVERVIEW & METHODOLOGY

The development of the IDEA proposal was aided by the study of the JHU Roadmap on Diversity and Inclusion. In early 2016, President Ronald Daniels released the Roadmap on Diversity and Inclusion on behalf of the administration to the university and the greater Baltimore community. The document outlined the many ways in which JHU planned to improve its diversity and inclusion initiatives.[1] Upon examining the roadmap, we have discovered a concerning lack of accountability on the university's part. It has been five years since the roadmap was initially released, yet many of the programs are either incomplete or inactive today, giving the appearance of the Roadmap being a short-sighted solution to a deeply-rooted problem. For instance, the goals of initiatives, such as the Departmental Diversity Champion and Homewood Council on Inclusive Excellence seem vague and are hard to evaluate due to their lack of noticeable activity on campus. [2]

This proposal urges the JHU administration to acknowledge their shortcomings and fulfill the promises they made to the Baltimore community several years ago in continuing the fight against systemic racism.

In his introduction to the document, President Daniels states, "The JHU Roadmap on Diversity and Inclusion does not attempt to answer every question before us. Rather, it is intended to point us, urgently, toward a place where individuals will thrive on their own terms, and where we foster the kind of academic pursuit that attracts and supports a broadly diverse community (...) It will, no doubt, evolve over time to reflect new and emerging approaches to diversity. But it will stand as a core accountability framework, where our progress—our successes, and failures—is subject to periodic evaluation and public accountability." [3] As President Daniels emphasizes the creation of an "accountability framework" that demands urgency, the proposal identifies the gaps within the JHU Roadmap on Diversity and Inclusion and recommends methods that must be implemented with urgency to fulfill the mission the Roadmap plans to accomplish.

Moreover, the proposal analyzes diversity efforts of other leading institutions, such as Yale University and Brown University, and implores JHU to attend to the innovative methods of such universities and understand the necessity of urgent reforms at JHU.

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[1] "Roadmap on Diversity and Inclusion| Progress Report April 2019" (Johns Hopkins University, 2018), https://diversity.jhu.edu/assets/uploads/sites/11/2020/10/Roadmap-Progress-Report-2019.pdf.
[2] "Homewood Council on Inclusive Excellence Annual Report, 2018 – 2019" (Johns Hopkins University, 2018), https://hcie.jhu.edu/wp-content/uploads/2019/12/HCIE-Annual-Report-2018-2019_Final.pdf.
[3] "Roadmap on Diversity and Inclusion," Diversity at JHU, accessed November 15, 2020, https://diversity.jhu.edu/roadmap-on-diversity-and-inclusion/.

Overview of Proposed Solutions

This proposal subdivides the strategies to develop sustainable diversity and inclusion efforts at JHU into four main clauses which aim to strengthen existing programs and maximize the involvement of the JHU community. The clauses are as follows:

I. Create a physical space called "The Culture Hub," which will serve as the central space for cultural events and conversations.
II. Bolster the advertisement of diversity efforts, such as cultural events, personal and professional development workshops, resources, etc. by creating a central online webpage, which communicates all diversity related efforts in one place.
III. Strengthen existing educational resources, such as the First-Year Identity and Inclusion Workshop, to enhance the student body's understanding of important diversity-related topics, such as race and privilege.
IV. Expand Diversity and Inclusion initiatives to improve cultural competency, provide greater resources and communication for First-generation and Low-income students, and develop financial literacy.

Primary Stakeholders

The proposal targets the following stakeholders:

- Undergraduate Student Body
- Diversity and Inclusion Offices
    - The Office of Multicultural Affairs
    - Religious and Spiritual Life
    - Women and Gender Resources
    - LGBTQ Life
- Center of Social Concern
- Pre-Professional Advising Office
- Student Government and Student Organization Bodies
    - Student Government Association
    - Cultural Organizations

Student Testimonial Surveys

In order to establish the legitimacy of the problems mentioned in this proposal and gather student feedback on probable solutions two surveys were conducted.

- **OMA Satisfactory Survey**: In order to learn about student experiences at OMA, we published a survey, titled "OMA Satisfactory Survey," on social media and various Hopkins groups targeting undergraduates and alumni of the Homewood campus and received 34 responses from August 5, 2020 to October 8, 2020. The survey contained the following questions for write-in testimonials:
    - How many times have you visited OMA during your time at Hopkins?
    - For what reason did you visit OMA?
    - What resources were recommended to you by OMA?
    - Are there any changes/improvements you would like to see regarding OMA?

- **Diversity and Inclusion Survey**: In order to learn about the effectiveness of JHU's Diversity and Inclusion programming, we published a survey, titled "Diversity and Inclusion Survey at JHU," on social media and various Hopkins groups targeting undergraduates and alumni of the Homewood campus and received 84 responses from August 5, 2020 to September 20, 2020. The survey contained the following questions for write-in testimonials:

    - What suggestions or comments do you have about Diversity & Inclusion training?
    - How important do you think cultural competency will be an asset to your personal development? Explain.
    - How important do you think cultural competency will be an asset to your professional development? Explain.

EXPLORATION OF PROPOSED SOLUTIONS

Clause 1, Establishing Spaces for Cultural Embracement

The "Culture Hub" is a physical space that will serve as the central location for diverse and inclusive activities on Homewood campus. While the Culture Hub is to be equipped with facilities designed to be inclusive of students of color, it is not limited to the use of students of color.

Currently, the Office of Multicultural Affairs's (OMA) Multicultural Center serves as the hub or main space for students to gather to participate in diverse events to engage in dialogues, study or just relax. Collected through the "OMA Satisfactory Survey," student experiences and opinions on the OMA's effectiveness at serving as the primary physical space for multicultural activities are including but not limited to follows:

"OMA is far from campus, making [it] inaccessible for most students, especially people with disabilities. The environment did not seem inviting to non-traditional people of color."

"It's extremely vivid that the administration puts limitations on [OMA]. That is where the fault lies. OMA needs more power, they need more resources."

"I feel like OMA doesn't focus as much on Asian cultures (which is what I identify as), so I feel like OMA wasn't really a place for me."

"Didn't feel like OMA supported our organization, offered little support to struggling student organizations, too many mandatory meetings for smaller cultural organizations to attend."

"I want it to be a space where students of Color, Indigenous students, and Black students can gather. I want it to be the place for safety and reassurance. It currently isn't that for students. I want a place to go to relax."

The mentioned testimonies show that OMA lacks accessibility and does not effectively provide a space for substantive and collaborative conversations. Therefore, students demonstrate the need for centralization of cultural space given that current diversity efforts lack connectivity and collaboration. The benefits of having a central space, such as the proposed Culture Hub, are as follows:

- The facility will serve as a hub for recreation and socialization allowing greater interactions and collaborations between students of various backgrounds.
- The facility will provide permanent spaces for affinity groups to meet. Currently, despite the presence of multiple affinity groups on campus, there is a lack of collaboration and dialogue between the affinity groups. Proximate meeting spaces may allow greater interactions and collaboration amongst affinity groups leading to intersectional dialogues.
- The Culture Hub will centralize conversation around diversity allowing students to establish greater solidarity and unity amongst their peers.
- As the Culture Hub will serve as the central location for diversity-and-inclusion-related activities, interested students can directly consult the location to find activities they would like to participate in. Currently, as our diversity and inclusion efforts are scattered throughout various departments, student engagement is diluted due to lack of awareness. Creating a central space will increase the effectiveness and user engagement of hosted activities.

The culture hub is inspired by Brown University's Center Spaces at the Center of Students of Color.[4] Brown University's Center Spaces provides multiple lounge, conference, and assigned rooms for various affinity groups.[5] Following the Center Spaces' design, it is proposed that Johns Hopkins University's Culture Hub be open 24/7 to students and provide the following amenities:

- Lounge rooms with lounging chairs, tables, board games, and vending machines
- Conference rooms with conference tables, chairs, audio and video projectors
- Study spaces with study tables and chairs
- Affinity Group spaces assigned to each of the existing affinity groups on campus. Each assigned room will be labeled with the affinity groups name
    - I.e. The room provided for routinely meeting the South Asian Students at Hopkins (SASH) affinity group will be called the SASH room.
- A cafe featuring food and snacks from various cultures

[4] "Brown Center for Students of Color," Frequently Asked Questions (FAQs) | Brown Center for Students of Color (Brown University), accessed November 15, 2020, https://www.brown.edu/campus-life/support/students-of-color/about/frequently-asked-questions-faqs.
[5] "Center Spaces | Brown Center for Students of Color," Brown University (Brown University), accessed November 15, 2020, https://www.brown.edu/campus-life/support/students-of-color/center-spaces.

- Bulletin boards throughout the establishment for the purpose of advertising diversity-and-inclusion-related activities on campus
- A gallery walk or “International Exhibit” visually displaying the diverse cultural identities and interests of JHU students through forms of visual art

Additionally, the proposal stipulates that, when public safety guidelines allow for the resumption of mass gatherings, at the beginning of each academic year, a Multicultural Banquet is organized to bring together students of various cultures and backgrounds. The Multicultural Banquet will mimic the Lunar New Year Banquet hosted by the Chinese Students Association and JHUMA Spring Banquet hosted by the Muslim Students Association. Upon the construction of the Culture Hub, the Multicultural Banquet will take place at the Culture Hub to introduce incoming students to the space and its facilities, along with an invitation to engage and collaborate with the diverse opportunities provided at JHU through academic and extracurricular resources.

The purpose of the Culture Hub is neither to replace OMA nor to weaken the efforts of OMA. It is proposed that the Culture Hub and all activities at the Culture Hub are overseen by OMA and serve as a space to consolidate and enhance OMA’s great work in a larger central location.

The Culture Hub is expected to not only stimulate intercultural dialogue and foster a welcoming and inclusive environment within the JHU community, but also centralize student voices and serves to elevate school spirit within the diverse student body of JHU. With greater interactions among students from various backgrounds at a central space, the Culture Hub will exude cultural vibrancy and the spirit of collaboration that is at the core of JHU’s excellence.

Clause 2, Promoting Awareness of Existing Diversity Initiatives

Raising awareness about pressing issues involving the greater Baltimore community is crucial for the implementation of diversity and inclusion reforms at JHU. Currently, student testimonials emphasize how large portions of JHU's student body only have knowledge of the mandatory Diversity and Inclusion First-Year Training when it comes to diversity-and-inclusion-related initiatives despite the variety of initiatives provided on campus. These testimonials suggest that there is a large gap between existing resources and awareness of said resources. As a result, diversity and inclusion efforts are often underutilized or ineffective, and the JHU community remains oblivious of various opportunities and events such as the signature programs of Women & Gender Resources and the "Digital Diversity Days" hosted by the Office of Multicultural Affairs.

In order to increase awareness of available diversity and inclusion resources at JHU, the following strategies are recommended:

- Creation of a website solely dedicated to the advertisement of all diversity related events, programming, and resources on campus
- Creation of an JHU-affiliated instagram page to bolster the advertisement of all diversity-related events and programming on campus

The Website

Currently, each of the diversity and inclusion offices such as the Office of Multicultural Affairs, Women and Gender Resources, Religious and Spiritual Life, and LGBTQ Life have their own websites and advertise their programming independently. For example, some offices heavily use their website, while others primarily depend on social media or communicate through Today's Announcements to attract an audience. Due to the discrepancies in advertisement methods, it is not only confusing for interested students to find diversity and inclusion resources but it is also time consuming. As a result, while hosting beneficial diversity and inclusion programming, many of the offices are not effectively reaching their targeted audience.

A single website that advertises all events and programmings related to diversity and inclusion will allow students to access resources with ease and effectiveness. The website will greatly benefit both the host and the targeted audience by streamlining their connection.

This proposed website should have the following features:

- A calendar that shows scheduled diversity and inclusion programming by listing date, time, location, description of event, sign-up information, host information and event contacts.
- Diversity and Inclusion opportunities, such as internships, training, and conferences offered by each Diversity and Inclusion office.
- An extensive contact list of personnels at the Homewood Campus students can contact for diversity and inclusion resources and inquiries.

The Instagram Page

In addition to the website, a central Instagram page that communicates upcoming events posted on the website should also be created. As social media marketing is a powerful tool to engage the student body, through the Instagram account, a wider audience can be reached.

In summary, the website and instagram page will collectively serve as the primary bulletin board of events and programming postings for the Diversity and Inclusion offices at JHU. As a result, various offices can implement effective strategies and work in collaboration to strengthen diversity and inclusion efforts at JHU. The streamlining and consolidation of information would, most importantly, allow students and faculty seeking diversity-and-inclusion-related resources at JHU to access desired information and increase awareness of available resources.

Clause 3, Strengthening Workshops and Intradepartmental Programming Initiatives to Strengthen Diversity Efforts

Diversity and Inclusion Training Reform

The IDEA proposal encourages strengthening of the mandatory First-Year Identity and Inclusion Workshop. Currently, the scope of the training is limited, leaving and students feeling that it is ineffective at addressing important topics including issues faced by students of color.

Through the aforementioned Diversity and Inclusion Survey, the following anonymous student testimonials concerning the Diversity and Inclusion Training were collected:

"Usually my peers refer to it as a hassle and not that helpful"

" I don't think a two hour workshop is enough to truly undo cultural prejudice or implicit biases."

"I felt like the exercise made me feel more alienated / othered than if we hadn't done it in the first place. I think that's what happens when you try to force people into categories."

"It shouldn't be just a training. It should be a required course, that teaches history, policy, and the depths of white supremacy and western imperialism ... Not just a one time thing. It actually needs to challenge the students and faculty."

Student opinion reveals a need for us to refine the current workshop to create a more dynamic and impactful experience for students. Furthermore, there is a need to move beyond its current content and educate students on how Johns Hopkins University and community members are complicit in perpetuating forms of oppression.

The following strategies are suggested to reform the Diversity and Inclusion Training:

1. ***Broaden Content***
    - Expand the workshops's curriculum by designing additional sessions on topics of systemic racism, privilege, and antiracism.
    - Recently, the Office of Diversity and Inclusion and SEED facilitators hosted several trainings on topics of institutional racism and antiracism for First Year Mentors (FYM). Many FYM leaders have found the information covered in these workshops to be an asset to their performance as student leaders. Extending this

information to *all* students will be the most impactful in JHU's attempt to grow as a community.

2. ***Lengthen Duration***
    - Extend the workshop to last over several days**,** so students can engage in more thoughtful and productive conversations with peers.
    - Currently, students are asked to complete a 2-hour workshop held on one day. This limits their ability to unpack such an extensive topic. The workshop should be lengthened to last over the course of a week so students are able to cover various topics at each session. Allowing students to fully engage with a wider range of material will effectively provide students with shared language to understand their identities and gain cultural competency, as the workshop's primary intention states.[6]

3. ***Incorporate Engaging Activities***
    - Design more interactive and engaging activities for students and allocate enough time for students to explore and understand these topics thoroughly.
    - The Multicultural Leadership Institute (MLI) is an initiative put forth by the Office of Multicultural Affairs that focuses on intersectionality, cross-cultural collaboration, and leadership development. Student leaders who have participated in this 3-day program have been able to fully familiarize themselves with such topics and engage in meaningful conversations with a diverse group of students. The Identity and Inclusion Workshop can incorporate some of the programming and content taught at the MLI to generate a similar learning experience for students.

4. ***Create Smaller Groups***
    - Separating students into smaller groups with less number of students will allow students to share experiences and have more intimate and vulnerable discourse.

5. ***Involve a Diverse Group for Development***
    - The development of a future curriculum must include a diverse group of students who will provide essential input on the creation of the curriculums. This will assist the Offices in charge of delegating the workshop to determine information that will be the most beneficial to the student body.

[6] "Identity & Inclusion Workshop: Office of the Dean of Student Life: Homewood Student Affairs," Office of the Dean of Student Life (Johns Hopkins University, October 12, 2020), https://studentaffairs.jhu.edu/student-life/diversity-inclusion/identity-inclusion-workshop/.

        - Several student responses from the Diversity and Inclusion Survey corroborate this point, with one student noting, “Having diverse individuals lead the [Diversity and Inclusion] training and making the training more interactive will be more effective. We all know what diversity is but what are the implications?”

6. ***Application and Implications of Information***
    - Educate students on how they can best apply the information taught within their daily lives and within the Hopkins community.
        - A student response from the Diversity and Inclusion Survey proposes, “With regards to the recent racially-targeted events that happened this year, I think it would be a good idea to walk students through a scenario where they should discuss how to act in such scenarios. We can also have students discuss some specific examples, such as the targeting of Asians after the COVID crisis, and break those down.”
    - Create an action step list and promote opportunities for students to get involved and engage with this content *after* the Diversity and Inclusion training.

7. ***Involve Student Leaders***
    - Have student leaders or SEED facilitators lead sessions, so students are more receptive to the information given to them.
    - SEED or Students Educating and Empowering for Diversity is a group of undergraduate students trained to lead trainings and workshops to educate and empower participants around issues of cultural knowledge and social responsibility. Peer-to-peer training has been proven to be the most impactful way of relaying information to adolescents as students can best understand the social settings and experiences of their peers.

8. ***Utilize External Resources***
    - Partner with Baltimore-based organizations to include different perspectives and invite guest speakers to speak on certain topics
        - Greater Baltimore Cultural Alliance is an organization that seeks to raise awareness of the diversity within the Baltimore community and furthers cultural initiatives in Baltimore

Departmental Diversity Champion

To ensure progress is being made on departmental and school-wide goals on diversity and inclusion, the Krieger School of Arts and Science and the Whiting School of Engineering launched the Diversity Champions initiative.The initiative appointed a tenured or tenure-track faculty member at each department to serve as a Departmental Diversity Champion and to collaborate with the Homewood Council on Inclusive Excellence (HCIE). While this effort is focused on improving graduate student recruitment and retention, faculty mentoring and retention, and departmental climate, the university's Departmental Diversity Champions must take an even greater initiative. These Departmental Diversity Champions must make a conscious effort to reform programming for their respective departments and improve their efforts towards the pre-existing subcommittee goals listed on the HCIE's website that have yet to establish significant change and have not been clearly communicated to Hopkins students or the Baltimore community.

***Proposed Departmental Diversity Champions Expectations**:*

- Revise syllabi and course curriculums to include content that promotes racial and cultural competency.
- Lead mandatory trainings and meetings for all faculty within their respective departments to become leading advocates for diversity and inclusion in the classroom.
- Frequently email students a diversity and inclusion newsletter outlining every department's current initiatives, programs, and events that address racial and cultural inclusivity.
- Collaborate with affinity groups (i.e. Multicultural Leadership Council, LGTBQ Life) to assess the needs of students and staff and get feedback on campus issues
- Assess recent faculty hires and make recommendations for future hires to instill inclusive excellence.

The previously mentioned expectations should not be limited to the Departmental Diversity Champions. To significantly reform JHU's curriculum, the entire department must be involved with actively addressing racism at JHU. For example, to foster community and accountability, the Public Health Studies (PHS) Department has implemented frequent "Fireside Chats." These important conversations are led by faculty and guest speakers and are intended to invite students to discuss relevant public health issues, including diversity, equity, racism, and more. Additionally in the PHS Department's weekly check-in emails, faculty have made several personal recommendations on various books, podcasts, and other resources for students to take advantage of to further educate themselves. It is important that entire departments actively engage with students and set the precedent for being true advocates in racial and social justice at JHU.

Clause 4, Expansion and Strengthening of Current Academic Initiatives Promoting Diversity

In 1876, Johns Hopkins University's first president, Daniel Coit Gilman, said the following in his inaugural address,: "Our simple aim is to make scholars, strong, bright, useful, and true." [7] JHU undeniably holds an excellent reputation for preparing students in the natural sciences, engineering, the social sciences, and humanities. However, to maintain the university's mission in truly attaining academic excellence, JHU must drastically reform current curriculum initiatives to advance diversity and inclusion education within its student body.

Upon the release of the Roadmap on Diversity and Inclusion, the JHU administration enacted several academic programs and departmental diversity initiatives that focused on overall curriculum reform.[8] When evaluating these initiatives, it becomes evident that many of these programs are not being utilized to their full potential and are not reaching an adequate portion of the student body. Therefore, the IDEA proposal urgently recommends curriculum reform that reevaluates the effectiveness of the current programs and redesigns them to best meet the needs of the student body**.** The following revisions of programming are suggested:

- Cultural Competency Education
- Resources for First Generation and Low-Income (FLI) students
- Central Outlet for FLI Students
- Financial Literacy
- Social Responsibility Hack-a-Thon

Cultural Competency Education

Implementing culturally competent curriculums across all departmental studies is pivotal in creating conscientious, open-minded, and successful students. Several studies demonstrate the importance of cultural competency education, especially in higher education. For instance, pre-health students specifically must be aware of the enduring racial injustice in the medicine and healthcare fields.[9] Recognizing that a significant number of the university's undergraduates plan to be the future leaders of the nation's innovation and research, health care, and public health, JHU must address the prejudices within the medical system. medical field's ties with

[7] "History & Mission," Johns Hopkins University (Johns Hopkins University), accessed November 15, 2020, https://www.jhu.edu/about/history/.
[8] "Roadmap on Diversity and Inclusion| Progress Report April 2019", 18-19.
[9] Joseph R. Betancourt , "IMPROVING QUALITY AND ACHIEVING EQUITY: THE ROLE OF CULTURAL COMPETENCE IN REDUCING RACIAL AND ETHNIC DISPARITIES IN HEALTH CARE" (The Commonwealth Fund, October 2006), https://www.commonwealthfund.org/sites/default/files/documents/___media_files_publications_fund_report_2006_oct_improving_quality_and_achieving_equity__the_role_of_cultural_competence_in_reducing_racial_and_ethni_betancourt_improvingqualityachievingequity_961_pdf.pdf.

systemic racism The university must strive to properly educate students about the prevalence of institutionalized racism in healthcare in medical schools and healthcare professions, the rampant health disparities experienced by communities of color, and the importance of diversifying and including more staff of color in health facilities.

Through the aforementioned Diversity and Inclusion Survey, the following testimonials reveal how students believe cultural competency relates to the professional and personal development of JHU students:

"By being exposed to different cultures, not only does one gain basic knowledge of the culture, but they also learn acceptance and appreciation of the diversity on campus. It teached them basic life skills, since after college they will only go on to work in different places with different people who have varying beliefs and traditions"

"Learning about and from people who are different from you makes you a more critical thinker and can help you approach problems in your life in a new way"

"Cultural competency would help me understand different ideas and people. I think it's important to be aware of other people, their cultures and background, and how that influences their experiences and interactions with me and the rest of the world. It'll help me make sure I'm doing the best I can to respect and learn from others."

In an increasingly interconnected diversifying world, all students, regardless of their professional path, must be able to effectively communicate across cultural differences. This is an important skill that students are not exposed to across disciplines. To address this, the Pre-Professional Advising Office will strategize diversity-related professional workshops and generate trainings on cultural competency. Pre-medical students especially, have an especially great incentive to participate in such opportunities since cultural competency is a major requirement for medical school applications. In an effort to further develop curriculum communication methods, the Pre-Professional Newsletter will feature pre-professional opportunities by creating a designated section for students of color on their platform. Moreover, the Center for Social Concern can assist in securing additional pre-professional opportunities through conducting outreach within the Baltimore community.

Resources for FLI students

We commend the Life Design Lab for its bolstered communication with FLI students and constant development of workshops and programming. One proposed improvement is the greater advertisement of the Seizing Opportunities, Access, and Relationship (SOAR) program as students of color and underrepresented minorities can greatly benefit from knowing faculties and resources that are specifically designed for their success.

Central Outlet for FLI Students

These initiatives can be more successful through stronger advertisement and a consolidation of communication platforms. Currently, there is no central outlet FLI students and students of underrepresented groups can access to find resources that adequately support them. There is a need for a more streamlined resource platform and greater visibility of these programs, so students are able to acquire the assistance they need. As a start, the FLI office will analyze how these opportunities are being advertised to students and if current methods are effective at reaching the student body.

Financial Literacy

Financial literacy is crucial for students' success. This is especially true for students who may not have had prior exposure to financial expenses and thus may be disadvantaged when asked to independently navigate the college experience. As a solution, the Financial Aid Department will organize financial literacy workshops and seminars, so students are well-equipped. These workshops will be offered to students either as a specific course during intersession or as a required training students must take within their first-year. The FLI office and Office of Student Financial Services will design a more streamlined and developed curriculum for trainings and workshops on financial education through collaboration with external partners in Baltimore who can provide additional trainings through financial summits.

Social Responsibility Hackathon

To reinforce the students' social responsibility to be educated about pervasive racism in the health field and emphasize the linkage between STEM and diversity, JHU will develop and host social responsibility hackathons, in collaboration with community partners, such as local schools, non-profit organizations, and community development leaders.. The Social Responsibility Hack-a-Thon will JHU students to reflect on their impact on the Baltimore community, engage in

critical and creative thinking and devise ways they can serve and empower the communities of Baltimore and beyond.

- Social Responsibility Hackathon would be run by a dedicated student organizational body determined to advance social change at Hopkins and promote a more inclusive campus.
- As the theme of each Hackathon, a pressing national or local social issue will be posed and student teams will be asked to devise innovative solutions to the problem.

The Hackathon will be held on Homewood campus and open to all students from the Homewood campus, Bloomberg School of Public Health, Carey Business School, and other JHU-affiliated schools, as well the Baltimore community.

ALLOCATING FUNDS FOR PROPOSED SOLUTIONS

It is imperative to attain an appropriate amount of funding to bring the stated initiatives to fruition, and there are a number of grants provided by JHU and its affiliations that would ensure the practicality of this proposal in regards to cost. The following grants are recommended to help fund the initiatives set forth in this proposal:

- **Funds Allocated for Initiatives Enacted Through the Roadmap on Diversity and Inclusion**: As many of the programs suggested in the proposal are extensions of current initiatives enacted through the Roadmap on Diversity and Inclusion, the funds allocated for the Roadmap's initiatives can be continued to be utilized for the IDEA's initiatives.

- **Diversity Innovation Grant**: This $2500 grant, presented by JHU, is targeted towards projects that "bring diverse perspectives to issues in higher education and increase inclusivity in our community," and this proposal, which is based on promoting diversity and inclusion, follows the goals of the grant.

- **Alumni Association Student Grants**: This $1500 grant is awarded by the JHU Alumni Association, and the criteria to be considered is to be able to link your project to one of their main goals: "enhance academics, enhance extracurricular activities, enhance student life, enhance community service." This proposal pairs well with their goal to "enhance student life" because the ideas and initiatives listed in this proposal work towards promoting diversity and inclusion on campus which would enhance overall student life.

- **Student Activities Commission Grant**: This monthly grant, given by Student Leadership and Involvement at JHU, provides supplemental funding for "new initiatives, unforeseen expenses, and newly approved organizations." Since it is available to advocacy and awareness organizations, the grant would match well with this proposal that is advocating for diversity and inclusion at JHU.

- **Student Life Programming Grant**: This $1000 grant, awarded by the Office of the Dean of Student Life, is given priority to those who present new initiatives or programs for the JHU community. Applications are assessed on their commitment to "building diverse and inclusive communities, creating meaningful opportunities for engagement, nurturing healthy and safe communities, and promoting civic discourse" which parallels the initiatives and ideas presented in this proposal.

- **Student Initiatives Funding**: This funding is provided by the *Center for Social Concern* to help cover the expenses related to student initiatives, and the amount varies with each proposal. They also provide a supplemental grant called the Events Grant that supplies an additional $500 towards “education/awareness programming” which would pair well with the initiatives set forth in this proposal.

These grants can supply the funding required to transform the ideas in this proposal into a reality for the JHU community. Importantly, these grants also exemplify the feasibility of implementing the initiatives in this proposal from a financial perspective.

CONCLUSION

In order for JHU to truly be a safe space for all students, faculty, and the greater Baltimore community, the institution must actively demonstrate their commitment towards fostering diversity and inclusion, addressing systemic racism, and educating students and staff the importance of cultural competency. JHU's attempts to uplift the voices of people of color and other underrepresented groups should be a sustained effort. Rather than creating temporary solutions in order to appease public demand, the institution must be accountable for creating genuine meaningful and lasting change on the students and the Baltimore community.

The IDEA proposal recommends the creation of "The Culture Hub" for cultural events and conversations, the creation of a central online webpage to communicate all diversity related efforts in one place, and the strengthening of current educational and non-educational resources offered to enhance one's understanding of important diversity-related issues and encourage greater engagement within the Baltimore community.

As one of the leading institutions in the world, it is imperative that JHU sets the precedent for every undergraduate student to enter the workforce as empathetic, compassionate, and dedicated leaders. The proposed solutions are a stepping stone for Johns Hopkins University to successfully drive its efforts in advancing social change within the university and be part of a greater movement contributing to our nation's ongoing fight against racism.